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ABSTRACT

This publication of Title I in Ohio is stated to provide a summary of activities for fiscal 1973-74 school year and the summer that followed. Each year since 1966, most school districts in Ohio have conducted Title I programs for eligible students, who, for various reasons, have fallen behind their classmates in reading or mathematics. In some instances, priority needs and funding have enabled preschool education or tutoring also to be provided. Information is presented in this document under the headings of: Fiscal 1974 Highlights, Basic Statistics, First-Year Participation Trends, Implications of Participation Trends, Student Participation by Grade Ranges, Major Instructional Areas, Effectiveness of Reading Instruction, Effectiveness of Mathematics Instruction, Expenditure Patterns, Professional and Nonprofessional Staff, Staff Inservice Activities, and Involvement of Participants' Parents. Photographs of children participating in Title I programs in Ohio along with anecdotes adapted from paragraphs written by local educators illustrate the document. (Author/AM)

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1975

Title I in Ohio

Ninth Annual Evaluation
Title I, Elementary and Secondary Education Act
Fiscal Year 1974

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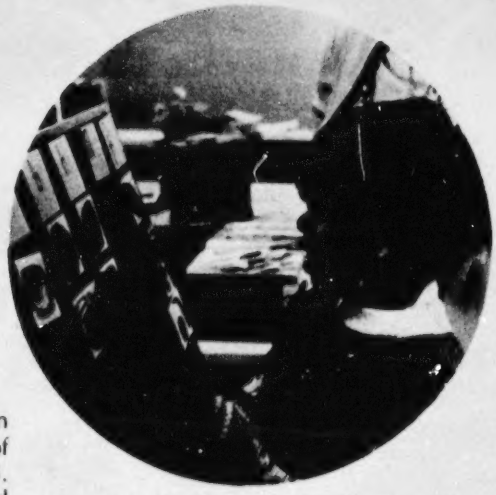


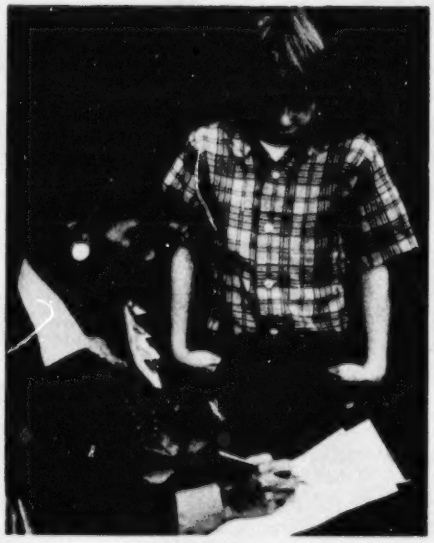
Title I Helps Children

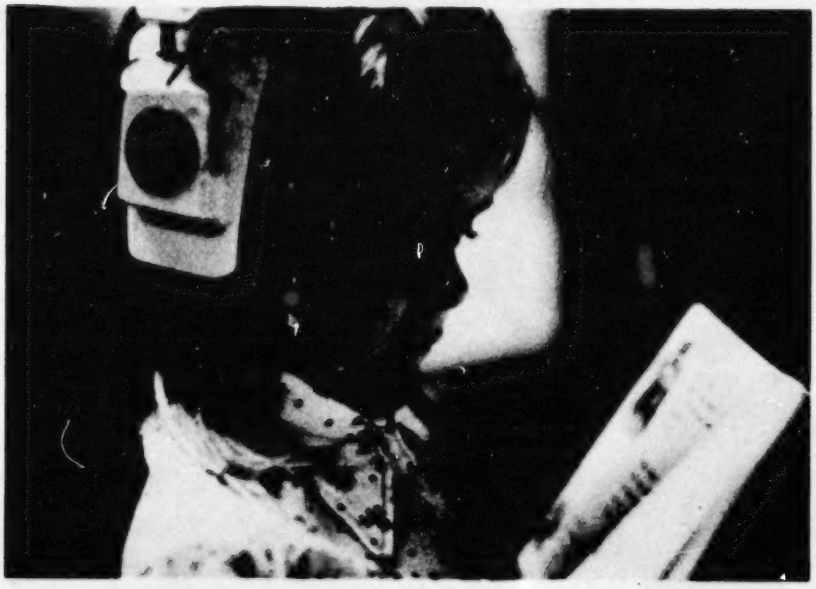
In the early 1960's a national awareness arose about the number of children who were not achieving in school. This concern became a legislative plan of action with the passage of the Elementary and Secondary Education Act of 1965. A key component of the act was Title I, which authorized a federally funded compensatory program for educationally disadvantaged children residing in attendance areas with concentrations of low-income families.

Title I legislation directed that the priority educational needs of children in the qualified attendance areas be identified and local programs designed to provide appropriate supplemental help. Numerous surveys indicated the need for an instructional boost in the areas of reading and mathematics. In addition, preschool education was identified as a means of building solid foundations for future school experiences. Tutoring was also recognized as a technique for helping older students.

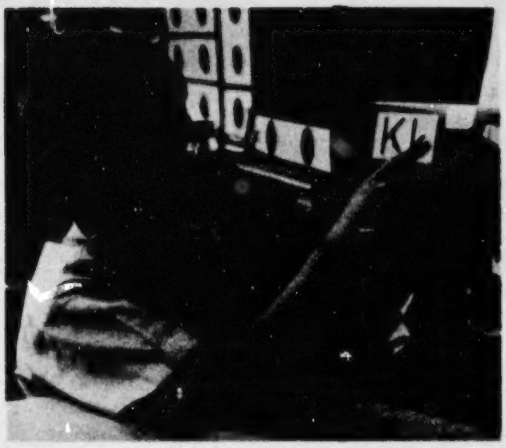
Each year since 1966, most school districts in Ohio have conducted Title I programs for eligible students who—for one or more reasons—have fallen behind their classmates in reading or mathematics. In some instances, priority needs and funding have enabled preschool education or tutoring to also be provided.

This publication provides a summary of Ohio's Title I activities for fiscal 1974 (the 1973-74 school year and the summer that followed). Information presented includes basic statistics, participation trends, effectiveness of instruction, expenditure patterns, staffing, and parent involvement. Anecdotes adapted from paragraphs written by local educators and photographs of children benefiting from Title I services give further insight into the way Title I is working in Ohio.





Praise for each little success a child makes can work wonders, especially when teachers and parents work together.



One boy who scored a 22-month gain after 10 months of reading instruction compared his feelings to the thrill of hitting a home run.

Fiscal 1974 Highlights

Title I is evaluated annually at local, state, and federal levels. The statistics in this publication have been gathered from local evaluation reports and compiled at the state level. Highlights for fiscal 1974 include the following:

- Of Ohio's 620 school districts, 96 percent planned and implemented Title I instructional programs.
- Local school districts spent $46,499,783 to provide Title I instruction and services for 122,629 educationally disadvantaged children.
- The number of Title I participants was lower than in any previous fiscal year. Reasons include the concentration of services for improved instruction and increased costs due to inflation.
- Only 33 percent of those students meeting the selection criteria in fiscal 1974 were served, due to the level of funding.
- Of the students receiving Title I instruction during the regular school term, 99.8 percent were in grade nine or below. The greatest concentration of pupils, 61.2 percent, was in kindergarten through grade three.
- A total of 5,155 nonpublic school pupils received Title I instruction during the regular term and 1,328 nonpublic pupils received summer term instruction.
- Highest priority for Title I services is reading, with 83 percent of all 1974 regular term participants and 79 percent of all summer term participants receiving instruction in this area.
- Effectiveness of instruction in reading is supported by significant gains in achievement. During the regular term, 38 percent of the children gained 15 months or more per 10 months of instruction, 19 percent gained from 11 to 14 months, and 23 percent gained from 6 to 10 months.
- Seventy-five percent of all expenditures, for both the regular and summer terms, were directed toward reading instruction. A distant second in money expended was preschool education, at 11 percent.
- School districts hired 2,211 full-time and 640 part-time teachers to instruct Title I participants during the regular term. During the summer term, 2,349 full-time and 136 part-time teachers held staff positions.
- Inservice education, mandatory for teacher aides and the teachers with whom they work, accounted for 211,589 hours of staff time.
- Parent advisory councils have become an integral part of Title I. A total of 6,353 parents served on district-wide councils in fiscal 1974. Altogether, 8,934 parents, including council members, were involved in Title I planning.

"Reading sounds like it's terrible; but when you learn the words, it's fun."

Fiscal 1974 Basic Statistics

Statistics on district participation, scheduling patterns, student participation, and expenditures provide an overview of fiscal 1974 activities.

School District Participation

Districts in Ohio	620
Districts participating in Title I	594

Scheduling Patterns for Title I Activities

Districts with regular term activities only	508
Districts with summer term activities only	26
Districts with both regular and summer term activities	60

Student Participation in Title I Activities

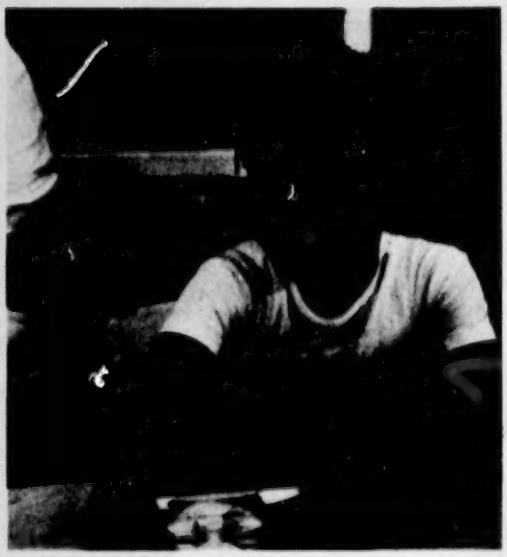
Participants in regular term activities only	92,140
Participants in summer term activities only	18,834
Participants in both regular and summer term activities	11,655
Total students participating in Title I activities	122,629

Expenditures of Title I Funds

Regular term expenditures, fiscal 1974 funds	$29,096,240
Regular term expenditures, fiscal 1973 carryover	11,618,294
Regular term expenditures, fiscal 1973 Part C carryover	1,645,064
Summer term expenditures, fiscal 1974 funds	4,140,185
Total expenditures during fiscal 1974	46,499,783

Average Per Student Expenditures

Regular term participation only	$408
Summer term participation only	136
Both regular and summer term participation	544



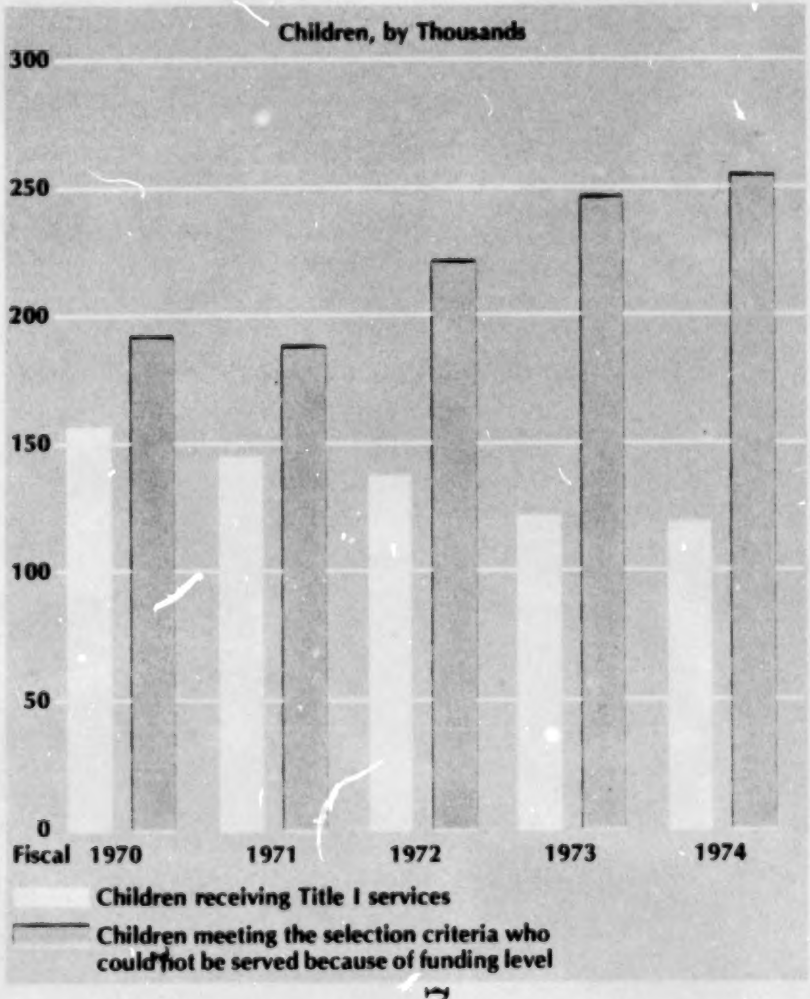
Five-Year Participation Trends

"I'm glad Tony had this reading opportunity while he's still in his early years of learning."

During the past five years, the number of children participating in Title I activities has decreased 23 percent. Meanwhile, the number of children meeting the selection criteria for Title I participation has increased 37 percent. One reason for fewer participants is greater concentration of services by local school districts to improve the quality of instruction. Another reason is that increased costs of operation, due largely to salary increases and inflation, have not been offset by increased allocations. To further complicate planning, congressional action and administrative release of funds have been coming late in the fiscal year, meaning that original budgeting must be based on tentative allocations, and later revised if and when more funds are made available.

Fiscal Year	Ohio's Title I Grant Awards*	Children Receiving Title I Services	Eligible Children Not Served
1970	$38,131,537	159,239	184,932
1971	40,791,479	140,261	182,805
1972	41,671,731	132,928	223,624
1973	47,881,765	123,340	248,030
1974	46,958,112	122,629	252,576

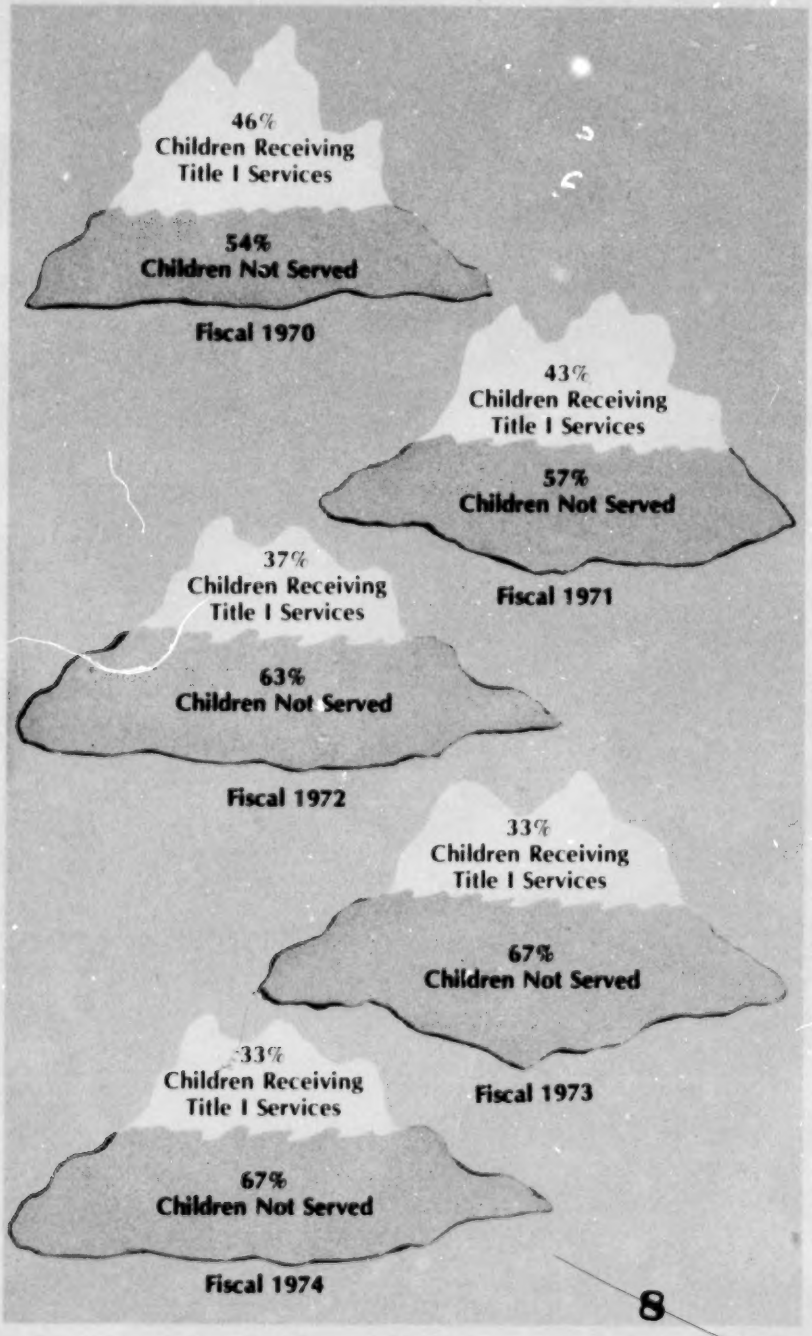
* Part C carryover funds are included for fiscal 1971-74.



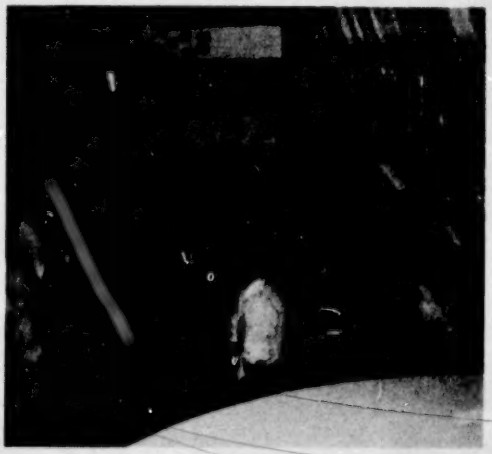
Implications of Participation Trends

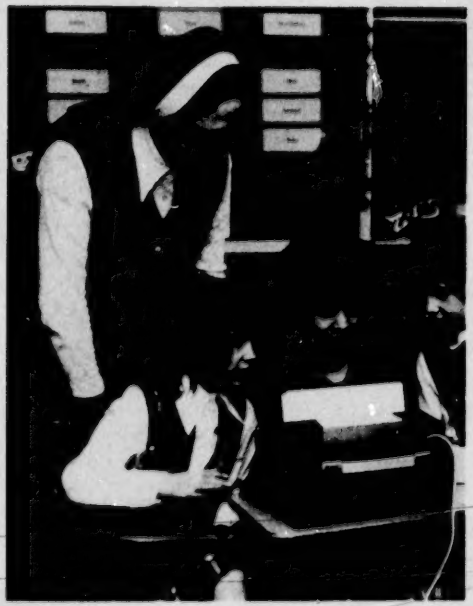
The seriousness of being able to help fewer children each year, along with the fact that thousands of other children meet the selection criteria, is sometimes compared to an iceberg. In the illustrations below, the numbers of children served and not served have been converted to percentages.

The level of funding for fiscal 1974 was such that districts could not possibly provide comprehensive instruction for all qualified children from preschool through grade 12. Priorities had to be set and plans made accordingly. The remainder of this report deals with the 33 percent who received Title I services.



"Extra reading instruction has really helped my child. I would like to see it benefit more children."





When pre- and post-test scores indicated a gain of 1.6 in one year for a second grader, the Title I teacher regarded this as another indication that children with reading problems must be helped near the beginning of their school career.

Student Participation by Grade Ranges

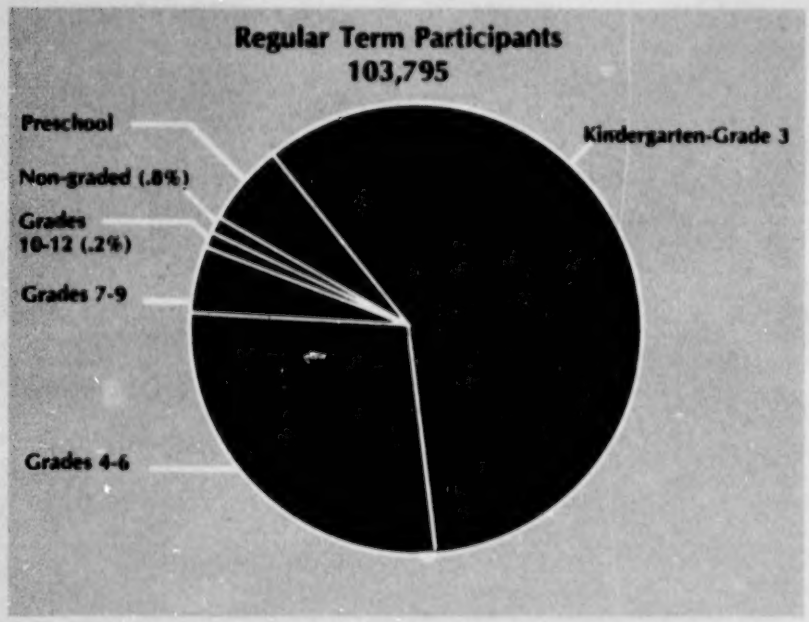
The 508 school districts providing Title I instruction during the regular term only and the 60 districts having both regular and summer term instruction served 103,795 children. The 26 districts having only summer term instruction and the 60 districts with summer extensions served 30,489 students.

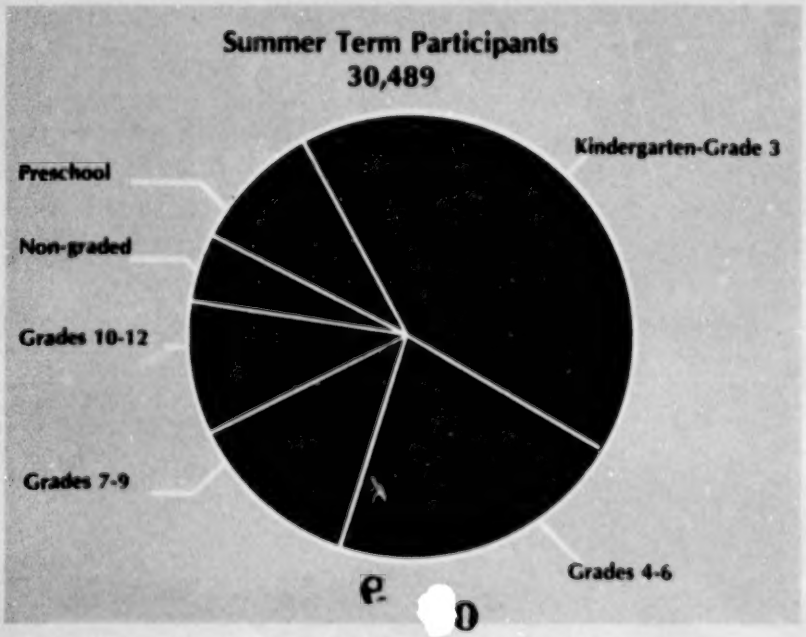
Grade Ranges	All Title I Participants		
	Regular Term Students	Summer Term Students	Students Participating Both Terms
Preschool	5,522	2,613	835
Kindergarten-grade 3	63,550	12,479	6,014
Grades 4-6	29,406	7,177	3,810
Grades 7-9	4,300	3,639	754
Grades 10-12	231	2,907	143
Non-graded	786	1,674	99
Totals	**103,795**	**30,489**	**11,655**

Both public and nonpublic students who meet the local school district's selection criteria and who reside in qualified attendance areas are considered for Title I participation. In fiscal 1974, a total of 5,155 nonpublic students received Title I instruction during the regular term. A total of 1,328 participated during the summer term.

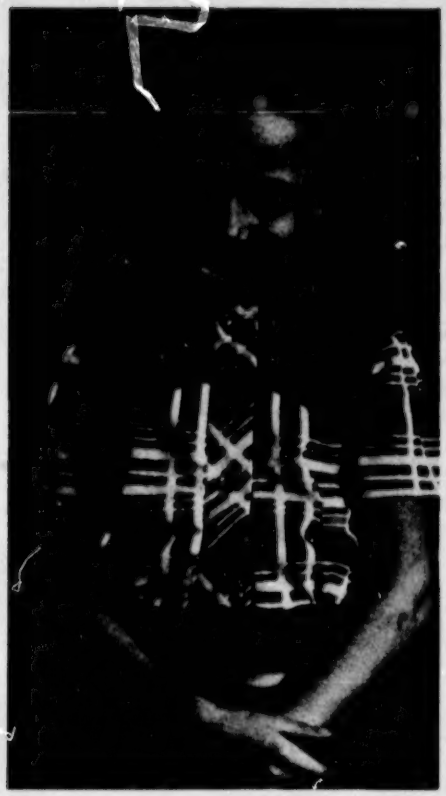
Grade Ranges	Nonpublic Participants		
	Regular Term Students	Summer Term Students	Students Participating Both Terms
Kindergarten-grade 3	3,184	712	304
Grades 4-6	1,666	498	167
Grades 7-9	272	62	25
Grades 10-12	12	54	10
Non-graded	21	2	2
Totals	**5,155**	**1,328**	**508**

When the numbers reported on the preceding page are changed to percentages, it becomes quite evident that Title I activities in Ohio are directed toward young children. In other words, school districts are providing compensatory instruction early in pupils' academic careers, following the adage "An ounce of prevention is worth a pound of cure."





Preschool experiences help draw shy children out of their shells.



"Robbie now knows he can read, and that's the name of the game."

Major Instructional Areas

Each school district determines the most pressing educational needs of the children who are eligible for Title I assistance. After needs have been identified and goals established, instructional activities are planned and implemented.

During both the regular and summer terms, top priority is overwhelmingly assigned to instruction in reading and related communication skills. In fiscal 1974, over 86,000 students were involved during the regular term and over 24,000 during the summer.

Second priority in numbers of students served is mathematics. In fiscal 1974, over 3,500 more students received mathematics instruction during the summer term than during the regular term. The main reason for this is that more hours are available in the summer for compensatory instruction and the same student can more readily receive help in both reading and mathematics.

In a third area, more children are helped to a good start in school through preschool education during the regular term than during the summer. As noted below, over twice as many youngsters were involved during the regular term.

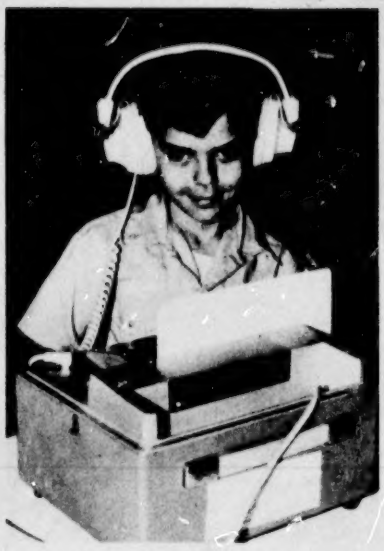
A fourth instructional area—tutorial services—involved more students than preschool education. Services, however, tend to be less concentrated and less expensive. One qualifying factor is that volunteer aides and student tutors often help in this area.

The two remaining areas—special education and vocational education—are of minimal significance within Title I in Ohio. The reason is that state and other federal funds are available to provide such services.

Major Instructional Areas	Regular Term Participants	Summer Term Participants
Reading	86,083	24,097
Mathematics	10,237	13,759
Preschool education	6,507	2,438
Tutorial services	7,930	5,740
Special education	573	909
Vocational education	250	717

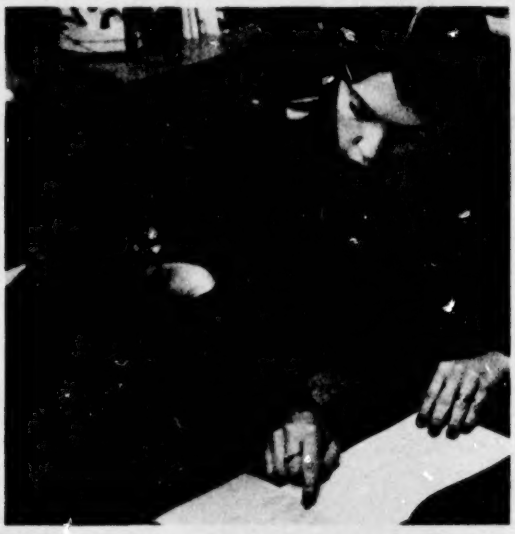
"Rocking and reading is fun."

Title I services may also be viewed in terms of the percentage of all participants involved in each instructional area. For example, of the 103,795 regular term participants, 83 percent received reading instruction. During the summer term, 79 percent of the 30,489 participants were involved in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 10 percent were involved in the regular term while 45 percent participated in the summer.



Percent of All Regular Term Participants

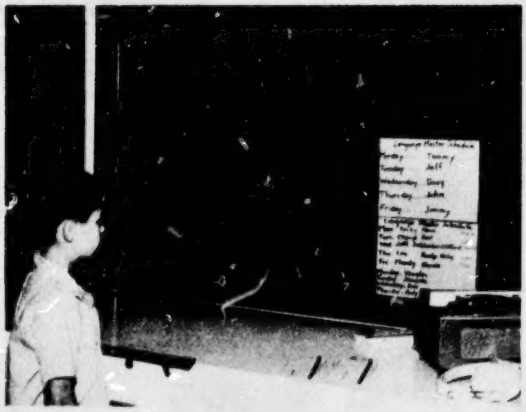
83%	Reading
10%	Mathematics
6%	Preschool Education
8%	Tutorial Services
1%	Special Education and Vocational Education



Percent of All Summer Term Participants

79%	Reading
45%	Mathematics
8%	Preschool Education
19%	Tutorial Services
5%	Special Education and Vocational Education

"I've figured it out. I know how words go together."



Effectiveness of Reading Instruction

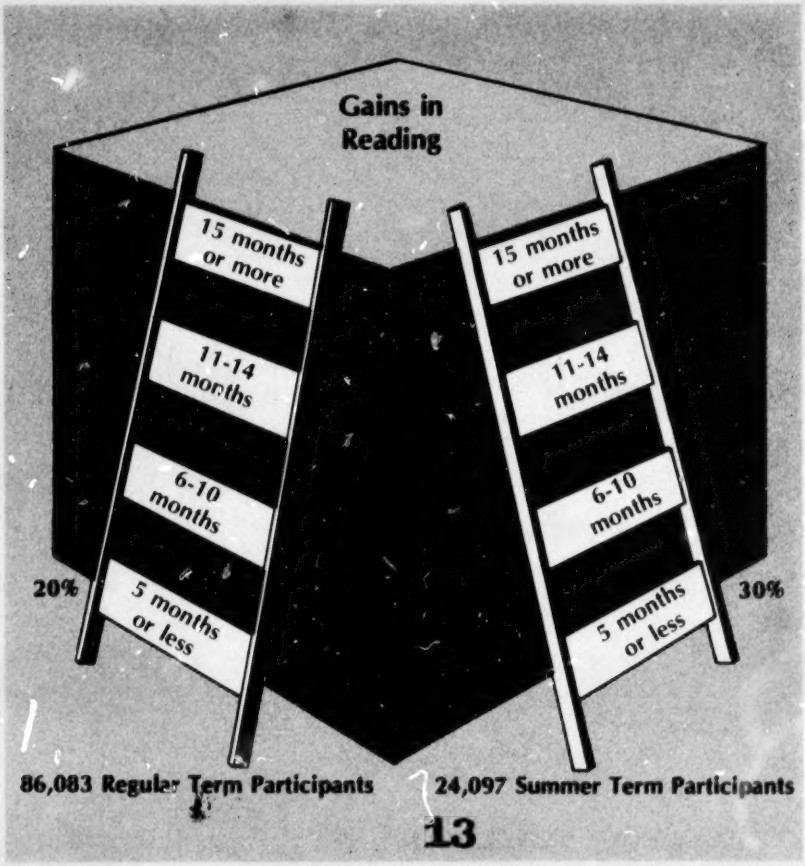
The overall objective of Title I reading instruction is to help each child improve in each step of this vital process. To evaluate the effectiveness of this instruction, local schools use standardized tests to check students' skills when they begin instruction and again when instruction ends. Differences in test scores are reported as one of four degrees of change.

Marked Improvement:	**15 months' gain or more**	**10 months of instruction**
Improvement:	**11 to 14 months' gain**	
Some Improvement:	**6 to 10 months' gain**	
Little or No Improvement:	**5 months' or less gain**	

Since most Title I instruction does not last exactly 10 months, local evaluators use a conversion table to prorate achievement gains made during participation of varying duration.

Using this procedure, 80 percent of the 86,083 students receiving reading instruction during the regular school term showed an average gain of over six months. This includes 57 percent who gained 11 months or more and 38 percent who gained 15 months or more.

During the much shorter summer term, the degree of change for 70 percent of the 24,097 students receiving reading instruction was in the "some improvement" range or above. Of these, 52 percent gained 11 months or more and 38 percent gained 15 months or more.



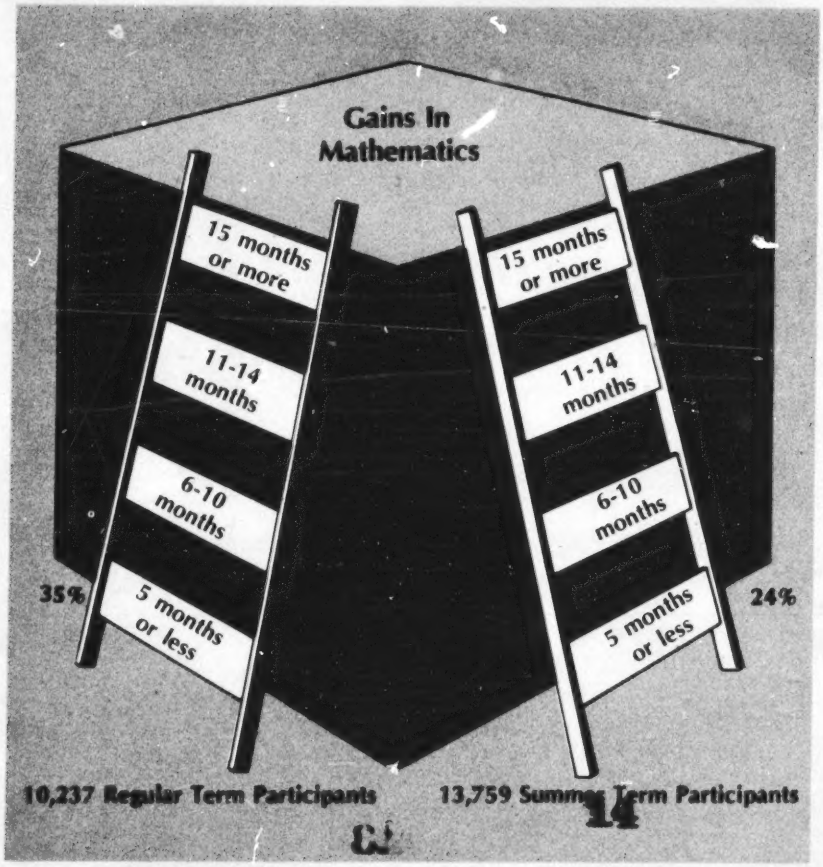
Effectiveness of Mathematics Instruction

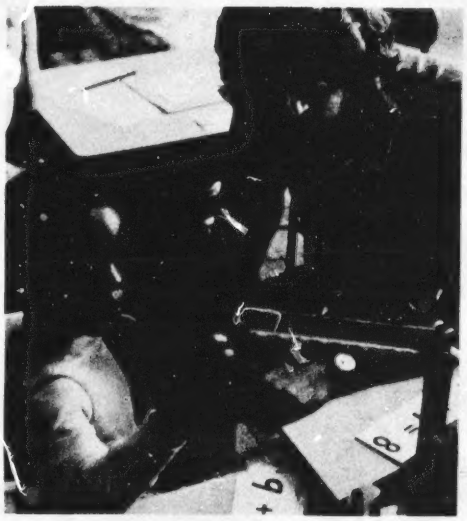
Results on standardized tests were also used to evaluate the effectiveness of Title I mathematics instruction.

Because the need for mathematics instruction has a much lower priority than reading instruction, only 10,237 students were involved during the regular school term. Of these, 35 percent achieved 15 months' or more gain. Another 29 percent made from six to 14 months' gain.

During summer term extensions of Title I activities, students could often be scheduled for both reading and mathematics instruction. For this reason, the number of students studying mathematics increased to 13,759. Of these, 76 percent were tested as having gained six months or more on a prorated basis. Included were 42 percent who gained 15 months or more.

Only children who have diagnosed needs in a particular subject area are selected for the over-and-beyond instruction provided through Title I funding. *Children making average and above average progress in the regular classroom setting are not eligible and do not participate.* These are key Title I guidelines and should be kept in mind as information about gains in mathematics and reading is studied.





Thanks to Title I, Rebecca now has an "I can do it" attitude about math.

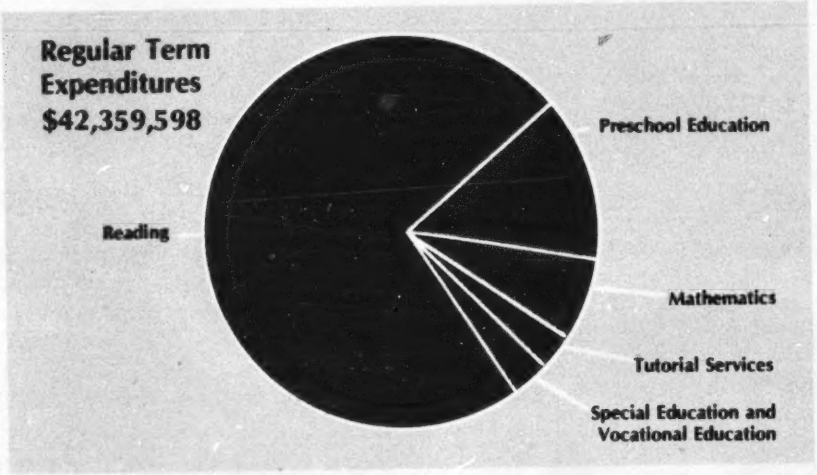
Expenditure Patterns

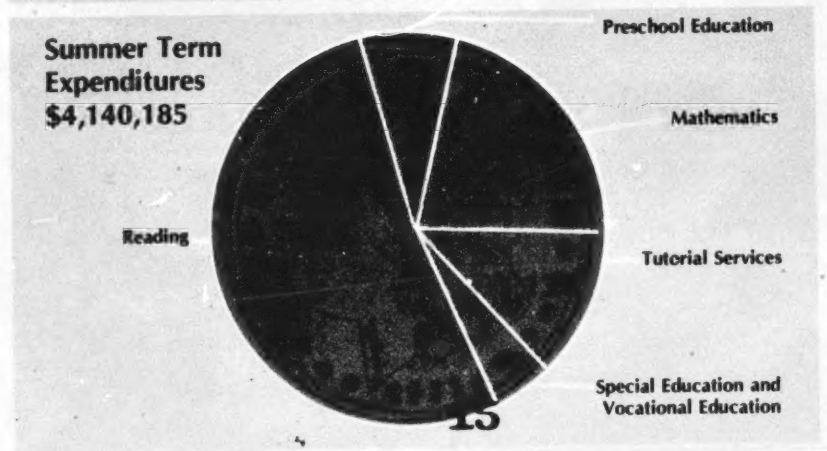
People trying to understand the size and scope of Title I want to know how the money is spent. One way is to look at expenditures within the major instructional areas. Expenditures reported for fiscal 1974 clearly indicate the importance placed on instruction in reading during both the regular and summer terms. Preschool education expenditures ranked second for the regular term, with mathematics ranked similarly for the summer term.

A Korean girl and an Arabian boy were among the children who made more than a 14-month gain in reading during the 10-month school year.

Major Instructional Areas	Regular Term Expenditures	Summer Term Expenditures	Total Expenditures
Reading	$32,635,094	$2,135,356	$34,770,450
Preschool education	4,612,991	367,778	4,980,769
Mathematics	3,239,513	937,389	4,176,902
Tutorial services	1,139,126	534,248	1,673,374
Special education	606,361	114,803	721,164
Vocational education	126,513	50,611	177,124
Totals	**$42,359,598**	**$4,140,185**	**$46,499,783**

When expenditures within the various instructional areas are viewed as percentages, the importance placed on reading during the regular term is even more obvious. Expenditures during the summer term are more diversified, but increases are especially noticeable in mathematics and tutorial services.

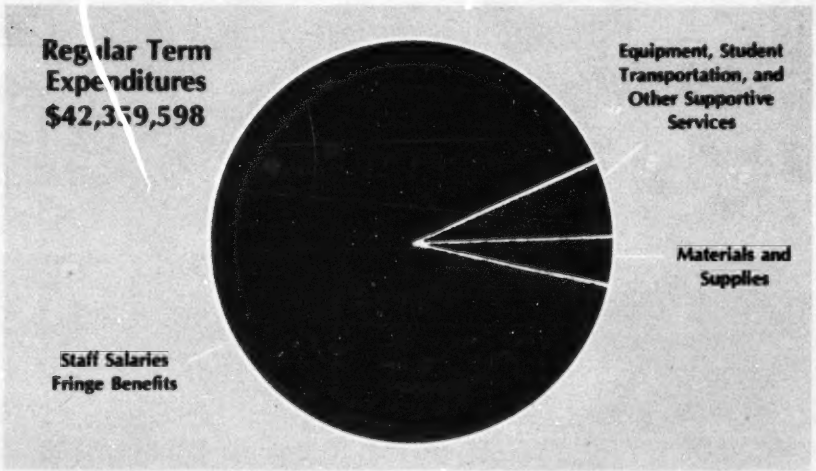


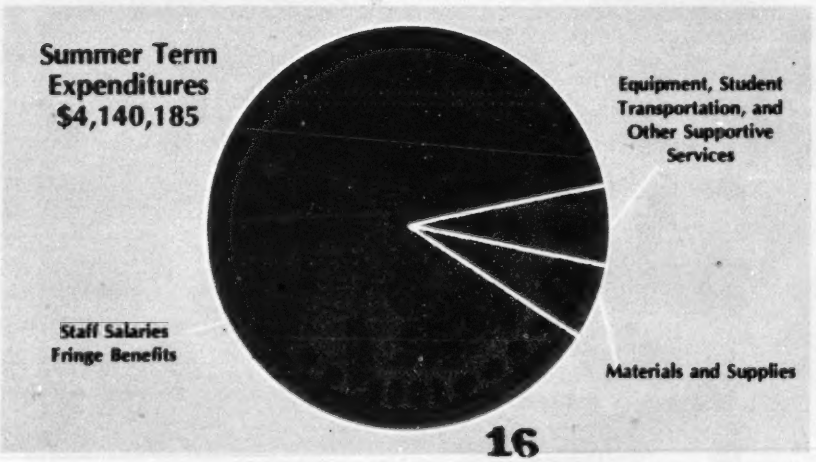


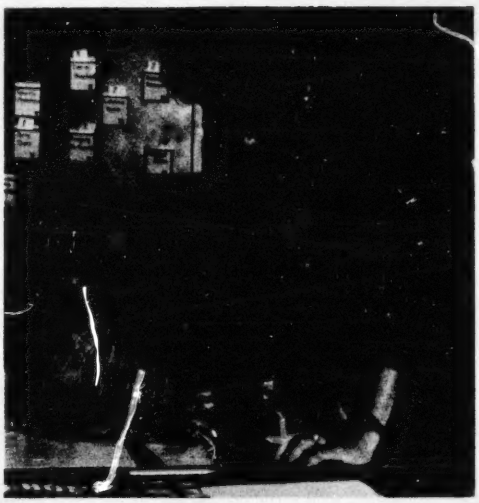
Expenditures can also be categorized by their use for staff resources, materials and supplies, equipment, and so forth. By far, the most money is used for salaries and related costs and, contrary to popular opinion even among educators, very little is used for equipment.

Expenditure Categories	Regular Term Expenditures	Summer Term Expenditures	Total Expenditures
Staff salaries and fringe benefits	$38,915,477	$3,577,899	$42,493,376
Materials and supplies	1,130,281	231,882	1,362,163
Equipment	304,097	6,912	311,009
Inservice education	141,914	63,412	205,326
Student transportation	94,942	83,907	178,849
Other supportive services	1,772,887	176,173	1,949,060
Totals	**$42,359,598**	**$4,140,185**	**$46,499,783**

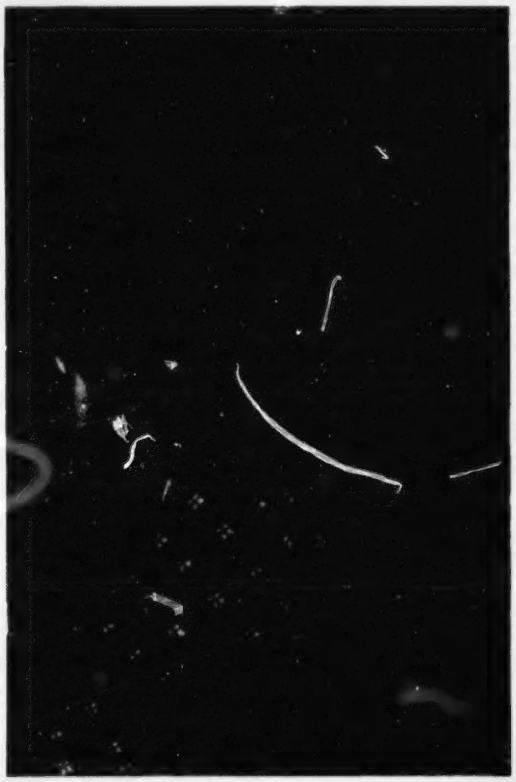
Regrouping the expenditures reported above in three categories and converting them to percentages provide further insight into Title I programming. During the regular term, 92 percent of the money was used for staff salaries and related costs, including inservice education. The percentage of money used in this category during the summer dropped to 88.


Regular Term Expenditures $42,359,598
Equipment, Student Transportation, and Other Supportive Services
Materials and Supplies
Staff Salaries Fringe Benefits

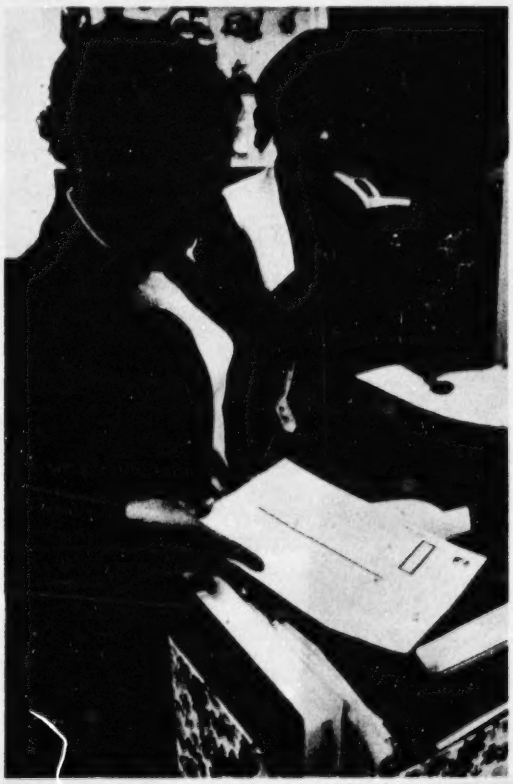

Summer Term Expenditures $4,140,185
Equipment, Student Transportation, and Other Supportive Services
Staff Salaries Fringe Benefits
Materials and Supplies



His prospects for success in Title I were dim but he "shot over the top."



"Our Title I teachers salt and pepper every learning situation with love and affection."



Professional and Nonprofessional Staff

Ninety-two percent of all regular term expenditures and 88 percent of all summer term expenditures were for staff salaries and related costs. Who are these persons and what services do they provide Title I students? A listing of staff positions for fiscal 1974 provides a general answer to this question.

Note that over 2,800 teachers—either full-time or part-time—were employed during the regular term and over 2,400 during the summer term. The reason for the high numbers is the emphasis placed on individualized instruction, particularly in the reading area. During the regular term, the average Title I reading teacher met with five or fewer students at a time. In the summer, the average teacher met with six to ten students at a time.

Title I teachers are sometimes assisted by aides or student tutors, further individualizing the assistance each child receives. In fiscal 1974, a total of 1,921 aides and student tutors assisted Title I teachers during the regular term. In the summer, 1,592 served in similar staff positions.

Staff Positions	Regular Term		Summer Term	
	Full-Time	Part-Time	Full-Time	Part-Time
Professional				
Teachers	2,211	640	2,349	136
Coordinators	25	174	79	20
Directors	10	54	15	8
Supervisors	27	25	19	5
Principals			103	3
Guidance counselors	9	11	33	13
Social workers	39	5	9	3
Psychologists	11	23	10	5
Speech therapists	9	3	12	25
Attendance workers		2	7	
Librarians		3	49	14
Nurses	15	9	15	43
Physicians		8	4	26
Dentists		7	1	32
Nonprofessional				
Teacher aides	872	323	757	177
Student tutors	10	716	620	38
Library aides	7		62	15
Other*	168	336	344	124
Totals	**3,413**	**2,339**	**4,488**	**687**

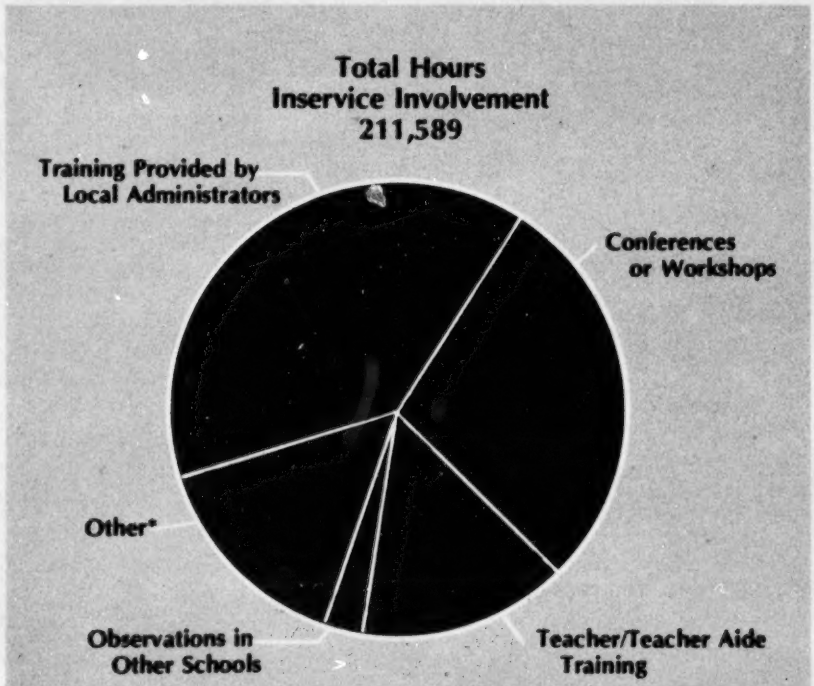
*Clerks, secretaries, bus drivers, unclassified

Staff Inservice Activities

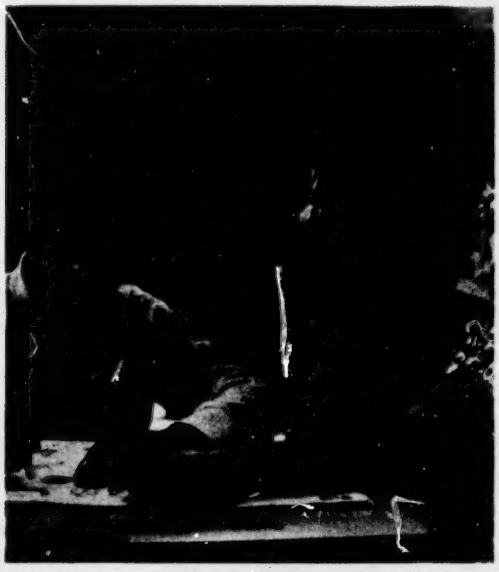
Inservice activities are important for Title I staff members. In most instances, training is provided by the local district. In some counties, or even multi-county areas, districts work together to provide more comprehensive inservice education—often for less money.

Inservice Activity	Regular Term		Summer Term	
	Reported Cases	Hours Spent	Reported Cases	Hours Spent
Training provided by local administrators	5,408	65,011	3,435	18,991
Conferences or workshops	4,016	54,958	988	5,389
Teacher/teacher aide training	1,988	25,047	572	2,294
Observations in other schools	1,330	7,182	30	220
Other*	2,045	28,431	419	4,066

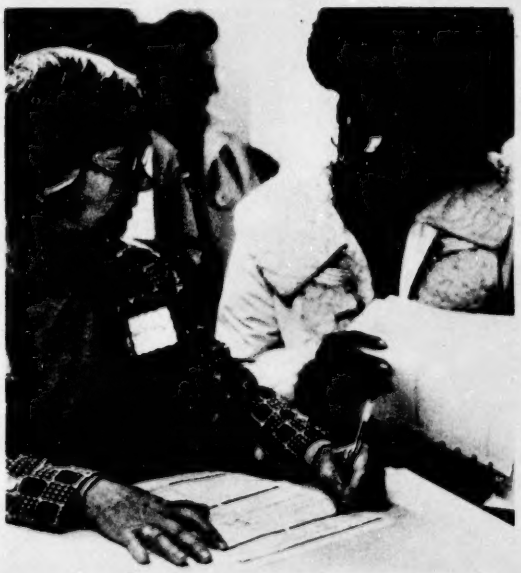
Staff members spent a total of 211,589 hours in some form of inservice education. In fiscal 1974, over 80 percent of these hours were spent on training provided by local administrators, attendance at conferences or workshops, and involvement in teacher/teacher aide training.



*University courses, visiting consultants, county and state meetings, unclassified.



"Mrs. K. is a fantastic teacher and does a wonderful job with children."



The organization of a parent advisory council led to improved community awareness of the true purpose of Title I.

Involvement of Participants' Parents

Involvement of participants' parents significantly increases the effectiveness of Title I. Since 1971, a parent advisory council has been an integral part of each Title I program funded in Ohio.

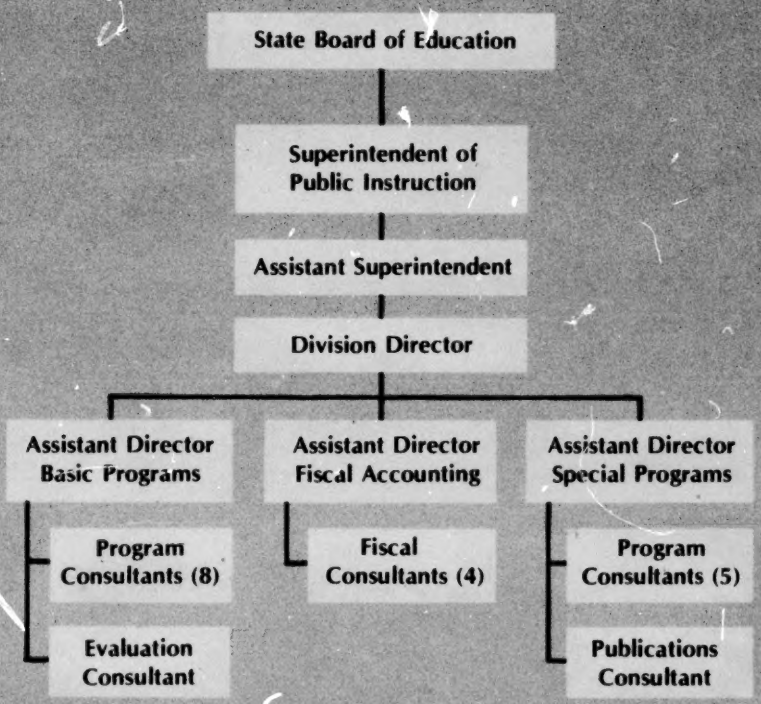
During fiscal 1974, a total of 2,083 district-wide council meetings were held in the 594 districts receiving Title I funds. The estimated number of hours involved was 20,606.

District-Wide Parent Advisory Council Members	Total
Parents of Title I participants	6,353
Staff members	1,582
Representatives of community agencies	255
Board of education members, other interested persons	344

In addition to parents who served as council members, approximately 72,000 other parents of Title I participants were involved in one or more ways.

Type of Involvement	Reported Number of Parents	Estimated Number of Hours
Individual conferences involving parents	58,820	37,026
Classroom visits by parents	35,102	47,280
Group meetings for parents	28,122	83,543
Home visits by Title I staff members	27,418	21,873
Parents involved in program planning	8,934	29,566

Leadership Provided by the Ohio Department of Education



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PUBLICATION

State of Ohio
Department of Education

Martin W. Essex
Superintendent of Public Instruction

G. Robert Bowers
Assistant Superintendent, Instruction

R. A. Horn
Director
Division of Federal Assistance

Anne Cox
Assistant Director, Basic Programs

Clayton Corke
Assistant Director, Fiscal Accounting

James Miller
Assistant Director, Special Programs

Roger W. Howard
Educational Consultant and Evaluator

Eileen Young
Educational Consultant and Editor

PHOTOGRAPHY

Public school systems of Cincinnati, Cleveland, Columbus, Mansfield, Massillon, Springfield City, Steubenville, Switzerland of Ohio, Vinton County, Youngstown, Zanesville.

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